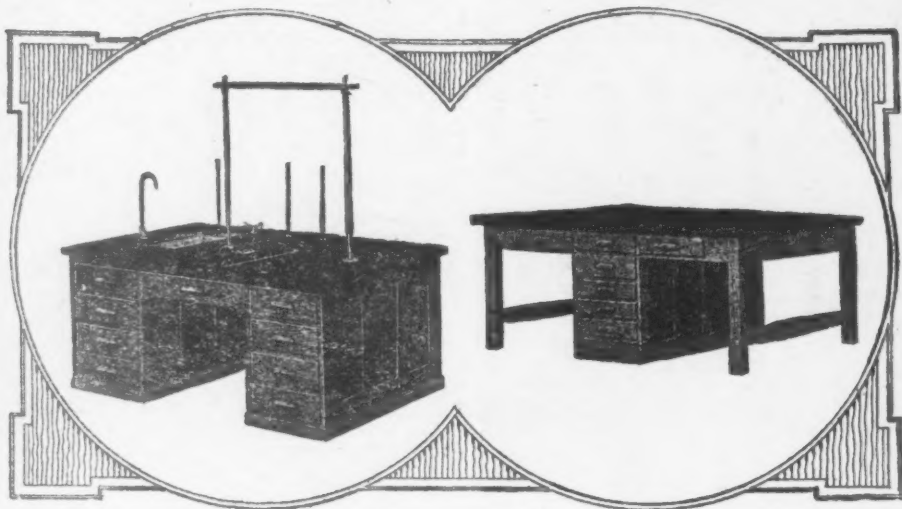


THE SIERRA EDUCATIONAL NEWS



FOOD PRODUCTION AND
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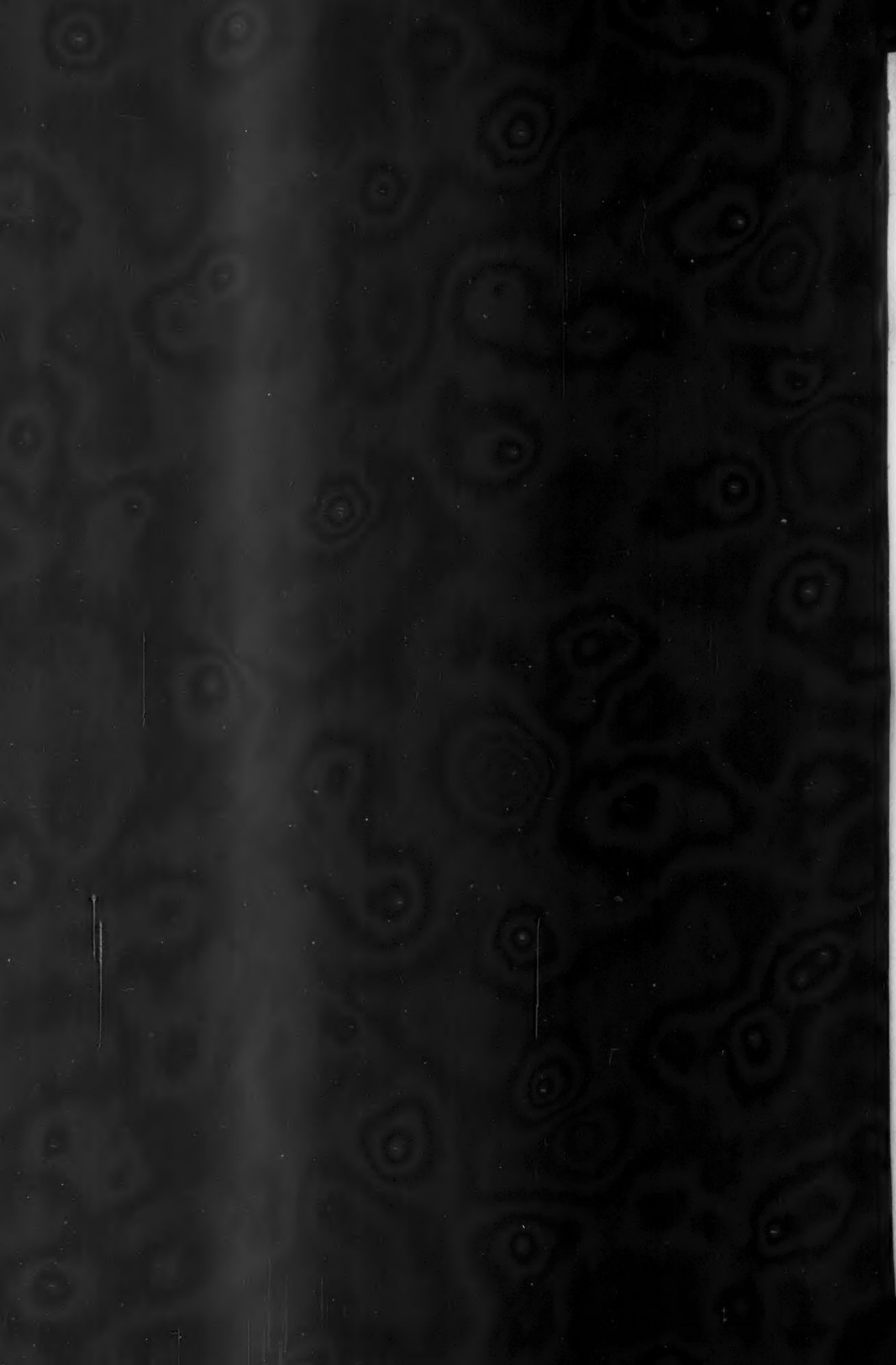
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ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council, Editor

Contributing Editors:

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Central Section—A. G. Elmore, Turlock.
Northern Section—Minnie R. O'Neill, Sacramento.
Southern Section—Burt O. Kinney, South Pasadena
Maude E. Snay, Los Angeles.

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Announcement

This issue, the last before the close of the school year, carries perhaps the most important message that has ever gone to the teachers of the State. The articles by the United States Commissioner of Education, the Secretary of Agriculture, the President of the American Society for Thrift; the messages from the Federation of Women's Clubs, the Congress of Mothers and Parent-Teacher Associations; the announcement of co-operation of interests on the part of the Federation of School Women's Clubs and the State Teachers' Association, and the entire magazine centering upon the study of the Food Problem, make this issue most timely.

We regret that the limits of space did not permit of the inclusion of other important articles.

We thank most cordially those who have contributed to this and other numbers of the Sierra Educational News during the year.

Editor.

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THE FOOD PROBLEM

The School As a Factor In Its Solution

By ARTHUR H. CHAMBERLAIN

The results of an investigation, State and National, concerning food production and conservation, and the utilization of student labor in connection therewith.

DURING the three years past, with the central powers of Europe one by one entering into the war, the food resources of these countries have been seriously taxed. Land has been devastated, crops destroyed, agriculture neglected. Men of the farms have been called into the conflict. As a result, it is to this country that Europe is now looking for much of her food supply.

Now with the entrance of our own country into the war, matters take on a much more serious aspect. Our storehouses have been depleted. In some sections crops have not been the most abundant. With the prospect of having to become the granary, not alone of our own country, but of those of the Allies as well, this Nation is rapidly awakening to the fact that one of our greatest necessities is an increased crop production. Attention must also be given to food conservation. The situation is even more serious when it is realized that not only must we supply the Allies with much of their food, but that with average crops and under normal conditions, it would take many months to fill our granaries and storehouses to the level they were in before the war opened.

The President of the United States, the Congress, the United States Department of Agriculture, and agricultural and food experts throughout the nation, are calling upon the people in both country and city to give attention to these important matters. National, State and County Councils of Defense, Agricultural Colleges, Farmers' Unions and other like organizations, are offering suggestions as to what should be done. School authorities have for some weeks been carefully studying the question of the entrance of high school boys and girls, during the vacation period, on Saturdays, before and after school, into productive agricultural work through the cultivation of school gardens, vacant lots, and in helping to harvest the crops upon the farms, ranches and orchards. It would seem that little by little our people are coming to realize that real preparedness lies fully as much in increasing and conserving our food supply, as in activity in some other directions. It should, therefore, be unnecessary to enter into any extended argument for agricultural preparedness.

To the end, however, that there might be secured definite information as to what has already been done by the schools of the country along these lines, and that there might be constructive suggestions offered as to methods of future procedure, the California Teachers' Association, through the office of the Executive Secretary, has during the past few weeks made a somewhat thorough study of the situation. A series of questions were sent to every high school principal, county superintendent, city superintendent, the Presidents of normal schools, agricultural experts, and many others through-

out the State, and to numerous teachers, principals, superintendents and leaders throughout the Nation. Definite answers were asked to these questions. The responses have been prompt and in most cases explicit and detailed. The following is the list of questions asked:

THE QUESTIONS

1. What has been done by the boys and girls in your county, city or school looking toward increased crop production or food conservation for 1917?
2. What constructive plans have you for 1917?
3. What plans have you for employing boys and girls during the vacation period in the harvesting of fruits and farm products?
4. What share should the school take in this work?
5. Who should direct it?
6. What compensation should students receive?
7. What credit should be given?
8. How can these plans be developed with the least interference with school work?

RESULTS ACCOMPLISHED BY THE HIGH SCHOOLS

There has thus been brought together a mass of information, valuable in the highest degree to school people, students of economics and those having in hand the active direction of the activities of government and in determining the part each individual is to play in the struggle for Democracy. Only the most meagre outline can here be given.

Throughout the country, as the returns show, schools generally have, during the last few weeks, been working toward increased crop production. Courses of study have been so shaped as to emphasize food conservation. This is true in greater or less degree of rural schools and elementary and high schools, whether in town or city. Quotations from a few of the replies from California high schools and from schools in other States, and chosen without regard to alphabetical or other arrangement, will be suggestive and indicate the present trend. The name of the school is first given.

Fair Oaks: The Agricultural Club has planted 10 acres of dwarf milo maize. A school garden is being grown to provide carrots, onions, etc., for the high school lunches next year. Jackson: About one-half acre of high school land is at present under cultivation for vegetables; high school students, janitor and teachers are doing the work, each possessing a separate plot. Anderson: Agricultural Club contests for corn and beans; club has leased 4 acres. Willows: We have plowed up our school yard and the children now have it under cultivation. Chino: We gave a week's holiday at beet thinning time. The boys and girls put in 10,000 hours at farm work; granted leave of absence to all who were at farm work. Jefferson High, Los Angeles: Our boys and girls are planting and cultivating about 10 acres of our campus. The principal crops are potatoes, beans and corn. Sutter: Agricultural Club has 50 acres of grain sorghum. School Agricultural Club distributed seeds among the farmers of the section. El Monte: One of the trustees has donated to the use of the school 10 acres; the crop will be beans. We shall sell the crop and pay the students for their work; the balance of the money will be devoted to some good work in connection with the school. Kingsburg: Students of the Junior and Senior classes released 5 weeks before the end of the year

to work land that otherwise would not be tilled. Girls raising vegetable gardens and carrying water to irrigate them. San Fernando: 95 out of 118 pupils have gardens; 83 acres planted; 40 acres yet to be planted. School begins at 7:30 a. m. On call for volunteers students went to the beet fields to help thin, thus saving the crop. Gonzales: Each agricultural boy has doubled his bean acreage. We are now harvesting our early pea crop. Patterson: Boys having jobs in mind on farms were excused 4 weeks early. Santa Monica: 17 acres under cultivation, which has been put out to beans and garden truck. Montebello: 95 boys and girls contesting for cash prizes in raising vegetable gardens. Dekano: The school is looking to the care of about 55 acres as follows: Beans, 25; potatoes, $7\frac{1}{2}$; corn, 15; garden, $7\frac{1}{2}$. Sonoma: 25 acres in corn, potatoes and beans cultivated by boys. Girls' Canning Club. Callexico: Boys are putting out corn; one 40 acres, another 80 acres. Van Nuys: Student body by unanimous vote suspended athletic activities for the year, plowed athletic field for beans, volunteered their services to the beet growers, thinning over 100 acres of beets and gave much of the same acreage the first hoeing. School opens 7:20 a. m. Aggregate earnings \$954.42. Earnings from other sources aggregating \$1,350. I regard the experience to any one of them as valuable as from any subject in the course of study. Lincoln High, Los Angeles: 486 pupils have gardens at home; $44\frac{1}{2}$ acres under cultivation; 400 pounds of potato seed distributed in 10 pound lots. Tehachapi: $2\frac{1}{2}$ acres of potatoes and a good sized kitchen garden. Merced: The Agricultural Club has put in about 50 acres of beans. All lands on homes of country students and part of city students have been utilized. East Auburn: Junior section of Agricultural Club formed as part of the County Farm Bureau Fair. Monrovia: Over 300 gardens in cultivation under direction of our School Gardener. Domestic Science classes working on cheap menus and better cooking and buying. Fullerton: Our boys were organized to the number of 120 to work in the beet fields. Whittier: Acres cultivated, $67\frac{1}{4}$; city lots, 21; small plots, 17. San Pedro: School pupils have been urged to plant vacant lots and land adjacent to their homes and 22 acres have been planted. Two teachers advise and inspect gardens. A plant exchange has been established in the school. Santa Barbara: Soldiers of the Commissary established. Employment Bureau. 18 acres planted. Ontario: Planting areas varying from 1 lot to 15 acres. We have secured extra planting of about 75 or 100 acres. Manual Arts, Los Angeles: Planted vacant lots and home gardens amounting to the total of 160 acres—mostly in potatoes, onions, lettuce, beans and corn; 125 boys worked for 10 days in the beet fields of San Fernando Valley to help save the crops. Berkeley: 24 boys under direction of the head of the Physical Education Department left school May 10 to work in the asparagus fields on Bradford Island for a term of 6 weeks.

Small plots, school grounds and acreage are everywhere being cultivated by school boys and girls. Wasco High School has 35 acres of potatoes to be followed by 40 acres of corn. Owensmouth has substantial school gardens; 7 acres at the school planted to beans. In Imperial 100 acres of milo are planted. Milo Club includes practically every farm boy and some town boys and two girls. The Mountain View Agricultural Club has leased about 3 acres. Santa Clara has 21 acres in "war gardens."

ELEMENTARY SCHOOL PUPILS "DOING THEIR BIT"

In the city of Los Angeles there are under cultivation 1,850 acres of land; 14,012 pupils in the elementary schools are engaged in agricultural work out of school hours. Say the authorities: "An enormous amount of labor has been performed, not alone in

planting of gardens, but in helping the Municipal Home Garden Committee, which was appointed by the Mayor to extend the work for adults. This supplementary activity has included the recording of vacant lots, provisions for giving advice on soil and planting, the distribution of many thousands of plants from the school gardens to the various home gardens, the loaning of tools to those unable to purchase them, etc. In the various classes of Home Economics, careful attention and special emphasis is given to the elimination of waste and the preparation of inexpensive menus."

At San Jose "200 city lots have been planted by elementary school children, and 150 city lots and 22 acres in the country, by high school students." In Sacramento, "the Grammar Grades are farming beans in a 200 acre orchard, and in several small plots varying from 4 acres to a half city lot. The city has been surveyed and all good land will be plowed for summer fallow. Pupils are organized in four branches—Financial, Supervising, Advisory and Executive." In Palo Alto, about 15 acres of vacant lots have been planted to beans. In Pomona, one school reports 237 gardens out of 265 children. In Plumas County, "each Boy Scout is to raise sufficient food for one soldier." High school pupils at San Mateo have planted 3 acres of potatoes, and the elementary school pupils of Redwood City have individual gardens. In Trinity County, each school is forming a "My America" Bean Club. At Santa Ana, "several prizes have been offered by citizens to boys and girls who plant gardens." In Kern County "55 districts out of 105 are conducting school and home garden work." In San Bernardino "in April, orange pickers went on a strike. We supplied a large number of boys for one week."

THE NATION AT WORK

The work in New Jersey is suggestive. There has been organized the Junior Industrial Army of New Jersey consisting of three divisions: Agricultural, Home Gardens and Girls' Service. The Assistant Commissioner of Education heads the work, each county superintendent being responsible in his own county. In New York State, some "8,000 boys and girls have been released from school for work in food production and conservation." These are expected to continue in productive effort through the vacation period. In Detroit, "the Public Recreation Commission has garden clubs on vacant lots directed by Playground workers—1,200 gardens; also 715 potato patch assignments. Potato patches are plowed and seed furnished at cost." The Normal School at Emporia, Kansas, has developed school gardens for the pupils. Products are being sold from all of these. In Cincinnati they excused "all pupils over 14 years of age, and a few who were a little under that age, who were willing to undertake farm work or for whom there seemed to be any opportunity for farming. We also have two groups of about 100 each engaged, one 2 half days a week, and one 1 day a week in community or group farming. We have in addition to this, about 1,200 pupils engaged in a tentative school and home garden."

"Our children," say the Topeka, Kans., authorities, "have been taught and urged as never before in reference to the importance of planting and cultivating. A lecture-demonstration was put on at each school building recently by a representative from the State Agricultural College." In each county in Oregon there is "a complete organization of the boys and girls which is under the auspices of the Boys and Girls Club work and is carried on by the Department of Agriculture at Washington and the Oregon Agricultural College co-operating. These boys and girls are carrying out the different projects of gardening, poultry raising, pig raising, growing corn, potatoes and canning and baking. In

Seymour, Indiana, 250 gardens are under cultivation by students under competent supervision. "In practically every county of Oklahoma campaigns for the increase of food production have been put on, and in the cities in particular, a great many school children have been employed in gardening during the vacation period. The city children in considerable numbers take part in cotton chopping and other forms of work suited to their ability." At Houston, Texas, more than 3,000 home gardens were made and tended by public school children, during the past year. "The boys of the Senior Class signed an obligation to do a certain amount of work in gardening during the coming summer."

Similar reports from various cities and counties in Washington, New Mexico, Illinois, Massachusetts, Arizona, Maine, Wisconsin, Rhode Island and other States, show that whether East or West, North or South, attention in both high and elementary schools is centered upon the problems of food production and conservation. Even in localities where water is scarce and irrigation necessary, lands heretofore thought useless are being brought under subjection, and crops never before raised in a given locality are being attempted although the tendency is not to experiment. Roadside plots, land surrounding homes in towns and country, school grounds regularly used for athletic purposes or for flower plots are utilized. Boys are not only working on the farms helping to save crops that would otherwise be lost owing to lack of farm help, but through the incentive of the school they are carrying to the homes the gospel of a more intensive and extensive use of the soil.

LOOKING TO THE FUTURE

The replies to the question as to constructive plans for the future, indicate clearly that schools heretofore giving instruction in Agriculture, largely from a book or laboratory point of view, are to apply their work practically in the field. Domestic Science courses are taking up for consideration food substitutes and food values. Economic menus are the rule. Canning Clubs are everywhere in order, and various ways of preserving foods are being studied by the girls in the upper grammar grades and high schools. Club work is being organized in even the smaller schools where before it was unknown. Card catalogues are made of vacant lots and students are listed for work in special lines. In many schools employment bureaus are established, so that the employers may be put in touch with available help.

From San Fernando comes the statement that next year they shall "require every boy and encourage every girl to do agricultural work." At Sonoma High School there is planned an Agricultural Fair in September at which the work of the children will be featured. A campaign for Thrift and against Waste will be followed at Calexico. Says the report: "We are throwing away enough to feed Belgium, Poland and Servia, besides a few crumbs for Germany. The greatest good will be derived from a campaign against waste." Sixty to 70 acres not yet under cultivation, will be planted at Palo Alto. An organized effort will be made at Pasadena through every school principal "to have sane, sensible and intelligent and continued attention given to this line of work by school children throughout the city." At Vallejo arrangements have been made for a cooking demonstration in canning meats and fruit. In San Jose a "School Marketing Commission" has been organized to sell their own produce.

"Food Conservation and Fire Protection for crops in fields and after harvested," is the message for 1917 from Kern County. A new course of study is being written in San Diego County, which will emphasize the agricultural phases of education. Exhibits

and competitions, not alone among the school children but among various classes of gardeners, is planned in California and throughout the Eastern States. Prizes to be given for participation in county and local fairs are mentioned by a large number. Courses in agriculture have been added to many schools in the Eighth Grade and High School classes, and home project work is encouraged. It is quite common for schools to lease ground for use during the coming year. It is encouraging that real serious attention is given to the value of foods other than meats such as will produce a properly balanced ration. At Esparto they advocate the "clean plate" to eliminate waste of household foods. The term "economical cooking" frequently used, points the direction in which schools are working. There will be distributed among the pupils of the elementary department of Los Angeles "a series of leaflets that will give to every home precise directions showing the methods of purchasing materials and the preparation of dishes that will be well balanced, palatable and inexpensive. The total number of these leaflets will exceed half a million."

Throughout the country in various schools and cities there are being organized various types of clubs for boys and girls. School authorities are sending out bulletins, circulars and printed matter of all kinds, thus to secure information and to give instruction. The good work already begun is to be continued along much the same lines the coming year but will be modified as time and experience dictates.

UTILIZING THE VACATION

In most country districts the boys of the community work at their own homes or upon the neighboring farms in the vacation period so that the school is not as necessary an element in taking the initiative as it is in towns and cities. The girls work either at home or in occupations such as drying and canning of fruit. Lodi, Calif., has a "High School Patriotic League of America" well under way. The vacation will be prolonged, and the services of the students as members of the League offered to the Government in the harvesting of crops and so on. In localities where certain types of labor are scarce the Student Welfare Committees and Employment Bureaus are a great help. Wherever the school acts as a clearing house, the work of the community and the school is closely co-ordinated. A suggestive movement is that to utilize the school laboratories and domestic science departments during the vacation period. Many schools contemplate following the plan in force at Houston, Texas, where the "domestic science departments will be kept open during the summer, for instruction of girls and women in canning and preserving." A doubt is expressed by many school authorities that farmers, ranchers, fruit growers or dairymen, will readily engage boys and girls from the towns owing to their unfamiliarity with rural routine.

SUPERVISION

Where students are placed on farms at a distance from home, opinions indicate that they should be mobilized in groups or camps under strict supervision, not allowed to scatter through the country without oversight. Work must be done under the supervision either of the employers or of the school authorities. There is a general belief that the school may not trouble itself about directing any work done by pupils in their own homes or upon their own premises, but should stimulate in every respect, and always direct and supervise those students who are working upon school gardens or grounds, or who go from the towns into the country or factory. Wherever there are teachers of Agriculture or experts available in the Departments of Science or Home Economics, these instructors together with the school principals should supervise.

DOLLARS AND CENTS

Compensation is a mooted question. Opinions vary from absolutely no compensation either for vacation or other work to the payment of a regular wage schedule. Some feel that an injustice would be done to the wage earners if boys and girls enter into competition without working under a wage scale. Most school people feel, however, that a fair compensation should be paid depending upon the location and kind of work and the results accomplished. This might range from 25c per hour to \$2.50 or \$3.00 per day. Instead of allowing direct money compensation in working upon school projects, some authorities plan to allow students to reimburse themselves from the sale of their products. The pupils should be induced to "do their bit" without our common notion of getting something out of it, say some. Many realize that it has a salutary effect upon the pupil to work and earn his own way.

THE CREDIT QUESTION

The matter of school credit is much more difficult to adjust. Where school has been closed early or will open late in the fall, regular school time being devoted to productive work on the farm, students will for the most part receive credit. Where credit is allowed, supervision must prevail. It is felt by many that "patriotic motives" should govern, and that no boy or girl should ask or desire credit. In the words of a Texas Superintendent, "We have not considered it from the standpoint of credit, but from the standpoint of opportunity." Others state that work done in vacation periods should receive the same credit as that attaching to a laboratory subject. In any case, however, credit should be awarded only as work is satisfactorily accomplished.

SCHOOL ROUTINE NOT INTERFERED WITH

In rural districts little fear is expressed that there will be conflict of vacation or after-school work with the regular daily routine. In towns and cities where schools begin at 7:30 or 8:00 and close at 1:30, the afternoon is thus allowed for outside occupation. The lengthening of the vacation period, the use of Saturdays and holidays, and of hours formerly devoted to athletics or laboratory subjects, as well as certain classes in manual training or industrial education, are suggestive ways to avoid conflict. Many teachers and principals go so far as to say there can be no actual conflict, as the work in increasing food production and conservation is the most vital now before the school as it is before the country at large, and that school courses and school hours should be shaped in accordance with the demand.

IMPLICATIONS FROM THE INVESTIGATION

The implications from a close analysis of this nation-wide study are of the utmost significance. The fact that boys and girls are made to see clearly that they have a part to perform in our social and economic scheme will prove of the greatest value. When the children in the Public Schools of San Jose "earn over \$50,000 each summer in the fruit," the force of this statement is apparent. Then too, the commercial and civic organizations, and through them the community at large, learns more about the school and its possibilities than ever before. With the voting of \$500 by the Rotary Club of the city just mentioned, to plow the city lots, the willingness of the Water Company to furnish water free, and when the "children buy the seeds, plant the lots and care for the crop, harvest it, sell it and keep the money," then a new note in education is being struck. That the schools have, however, not yet measured up to the demands

made upon them, is apparent, for we learn from one of our most intellectual communities of "the incapacity of our average boy to rise to responsibility even in this national crisis. Is our educational system breeding loafers? Our boys are above the average but no group of them can compete with Japanese, with Germans, with Englishmen." It is quite evident from statements such as these that it needs a national calamity to bring our American people "up standing." And it is satisfying to know that when put to the test our pupils do measure up, and that in most cases the students who do well in school are those who are doing the best work in the fields, gardens and homes.

The study indicates that attention must be given to the production of non perishable food stuffs. Over-production of non perishables need hardly be feared. Attention is drawn to the necessity for a proper adjustment of prices and of transportation facilities; "to the men who are buying up these crops before they are planted for the purpose of speculation. If this were done," says a Marin County authority, "there would be neither lack of food nor too high prices during the coming year. I see little use in growing abundant crops when these immediately pass into the hands of speculators who quadruple prices, sell what they can and destroy the remainder. What we need is restriction and regulation along the lines of distribution. Don't waste time urging the boys and girls to plant vacant lots until you have taken steps to have the distribution prices properly regulated." It is quite evident that the public markets, where produce may be sold and purchased at a fair profit, are a great necessity.

The use of vegetables, fruit and garden truck raised upon school and home plots, and used in the school lunch room or cafeteria, and in the Domestic Science classes, militates directly toward economy and efficiency. In many instances girls are organized into Canning Clubs. Fruits and vegetables are canned, preserved, dried, and otherwise stored both for school and for home use. The home here may learn many a valuable lesson from the school.

While vacation periods may be lengthened in an emergency, it is recognized by the sober-minded and far-sighted, that the school has its claims. The pupils should not be exploited. Long hours, inferior wages, if wages be paid, and unsatisfactory surroundings, would tend to negative entirely the good result hoped for. Pupils must be subjected to the best moral atmosphere and sanitary surroundings. While "there is no lesson the boys need to learn so much as that of the real value of a dollar by earning it at some productive venture of their own," it is nevertheless true that the pupil should appreciate his responsibilities, and be willing to "do his bit," and this is what prompts some to say that the work is worth while even though there were no need of extra crop production and food conservation. The idea too of economy and the elimination of waste is constantly emphasized. "Any pupil," says one principal, "should be excused from school to do any necessary work, but picking fruit is no substitute for United States History. It may be more important than United States History but that does not change the facts stated above." Says a prominent woman educator, "Do not cheat the child of his birthright, the right to a full elementary school course of study. The one great danger that I see is that the child may be defrauded of his school right and the nation damaged through citizens less educated."

RECOMMENDATIONS

The following conclusions are drawn and recommendations offered for the consideration of those who are giving this matter of an increased food supply and its conservation, the full attention which it deserves:

Agricultural Instruction for All Schools

There is apparent a very definite need for agricultural instruction in the high, intermediate and elementary schools the country over. No intermediate or high school of any considerable size, should be without such definite instruction, and this even though the school be located in an arid region. For with the advance in the science of irrigation, lands once considered arid are being brought under cultivation. The fact that there is in many instances much more definite instruction in agriculture given in the cities than in the rural districts, offers only another proof that the rural school is not receiving the funds and attention necessary to make it measure up with the needs of the community. Large school grounds, several acres in extent, or rented or leased property should be at the disposal of all schools.

It may also be said without fear of contradiction, that the tendency is toward an over supply of high school graduates who have had training in commercial branches. What the rural and smaller high schools need is a substitution of instruction in rural education and farm accounting, for much of the work now given under the head of commercial subjects. Then too, these agricultural phases of education must not be handled from the book, or from the laboratory side merely, but must be carried on in the most practical way possible. With improved rural school conditions, our young people would not flock to the cities, there to enter blind-alley occupations and to receive minimum wages; we should not be forced to discuss a "**back to the farm**" movement, but we should practice the "**stay on the farm**" policy.

Home Economics a Fundamental Necessity

All schools, rural, town, city, must offer work in home economics—domestic science, domestic art, household arts, applied chemistry and the like. Girls and boys as well, should know something about food values, food substitutes, what constitutes a well balanced ration, and be able to plan simple menus and understand thoroughly the necessity for economy in cooking. Waste in the matter of foodstuffs is not alone noticeable in the great cities, but even more so on the farms and in rural communities.

The School Employment Bureau

All large schools should list all boys and girls who are at any time available for work outside the school. There should be as well a card catalogue of available positions, and the school should serve through their employment bureau, as the medium to bring together the position and the one desiring employment.

Realizing on the School Garden

School gardens should produce fruits and vegetables maturing at various times during the season, and these should be made available for the school lunch room or cafeteria. The product of this garden should also be used by the classes in home economics in their work in canning, preserving and storing foods for use in the school and home.

Learning the Value of Money

Under proper conditions, both boys and girls should be permitted to accept financial remuneration for work well and honestly done upon the farms or in the homes during vacation periods, but the fee in any case should be always in accord with results accomplished. Every boy and girl should early be taught to have a bank account, and to appreciate the value of money to the end that they should actually work and earn financial reward; to learn how to save, invest and spend.

Crediting Honest Effort

Any credit given should be awarded on exactly the same basis as is any other school credit, and not because the work done is "emergency work." Boys and girls should be made to feel their responsibilities, and that from purely patriotic motives, they as well as grownups, are expected to make their contribution. However, boys and girls who give up school time to work for the common good, should not be penalized. Full credit should be given them, and work creditably done outside may be offered as a substitute for the school work. Under proper supervision, this outside work may even be accepted in lieu of graduation requirements. It is time we fully realized that there is no particular virtue in subjects; that "the letter killeth, the Spirit giveth life."

The Child Paramount

The school properly conducted is the most essential institution in our country today. We must not allow ourselves to be carried away by the popular clamor in some quarters which has resulted almost in hysteria. Child labor is permissible nowhere. Some of the European countries are at the moment suffering, because children of immature years have been allowed to engage in gainful occupations during this war period. They find juvenile crime increasing, and moral and physical natures are dwarfed. Under no conditions, must children be exploited. If boys and girls are away from home during a vacation period, they should be under supervision of competent school authorities, and subjected to the best moral and hygienic surroundings, while long hours or undue tax from a physical point of view should never be tolerated.

The Gospel of Work: Waste vs. Thrift

One of the best lessons that can come to the boy or girl is that of the "gospel of work." They are lead to see things as they really are. Their entrance into the real work of the world, not only affords them a proper perspective, but helps to give society at large an appreciation of the school and that for which it stands. It will, more than anything else, tend toward a well balanced curriculum and one that will meet the needs of the day. While the present condition presents some serious aspects, the results of work by boys and girls will have an effect upon them when the war is over, much more far reaching than can be appreciated now. And the prevailing fault of the American people, that of wastefulness, will, through proper direction, be checked. For should the American people go forward as they promised to, we should soon become a Nation of spendthrifts. One of the most far reaching results of this war for democracy, will be to bring home to every man and every woman, every boy and every girl, the necessity for the practice of Thrift.

An Honorable Beginning: Our Lesson for the Future

And finally, the schools of California and of the country generally, are, as shown by the results of the investigation, giving excellent service in securing increased food production and in conserving the food supply as an element in National and State preparedness. This attitude should be an incentive to schools everywhere to engage in the work. It is here recommended that all school pupils who are physically able and are not engaged otherwise, should give their time, not alone during vacation, but at available periods throughout the school year, and especially for the duration of the war, to productive work in the school gardens, the vacant lots, upon the farm and in the home. The solution of the present National and World need will help to blaze the way for a balanced future in the matter of food production and conservation.

INCREASING THE PRODUCTION OF FOOD SUPPLIES

BY HON. DAVID F. HOUSTON,
SECRETARY OF AGRICULTURE

POSTAL TELEGRAM

Arthur H. Chamberlain,
Executive Secretary,
California Teachers' Association,
San Francisco, Calif.

Glad to commend effective work for larger agricultural production. Presume you are in co-operation with State Committee and State Agricultural College. Statements follow.

Houston.

THE increase of food production this year must come about largely through increased efficiency on the farms and ranges already in operation. This is not a time for experiment in new areas and with new or untried crops and processes. Concentration of effort should be made in areas already developed and on enterprises already under way. The problem is not that of securing more land to cultivate. The difficulty confronting the farmer is rather that of securing an ample supply of labor. In fact, one of the principal limiting factors in food production this year may be a restricted labor supply. In many sections of the West and South, the supply, relatively speaking, will not fall far short of normal. The effect will be felt more in the Northeast, in the neighborhood of the great industrial centers.

It will be impossible to secure a large army without some further disturbance of labor. Agricultural operations not only must be maintained at their normal level but must be extended. This can be accomplished only by making the labor remaining on the farms more efficient and by drawing into the field forces not heretofore regularly or fully used. The time of special stress will be during the harvest season, and every step should be taken by the State and Federal agencies and or-

ganizations to furnish relief when it is needed.

It has been estimated that in some sections, because of too exclusive reliance on the two-crop system, the labor of man and animals is utilized only fifty or sixty per cent of the time. If diversification were more generally practiced, this labor would be more effectively and economically applied. It is stated that there are more than two million boys between the ages of fifteen and nineteen years in cities and towns not now engaged in productive work vital to the Nation in the present emergency. Many of these boys have had contact with rural life and know something about farming operations. This constitutes the most important unorganized and unutilized labor resource available. The Department and the State agricultural colleges have, in the boys' and girls' clubs, more than three hundred thousand members. Large additional numbers could be enrolled in these clubs, and their services could be utilized in additional directions. It has been suggested also that high schools and colleges in rural communities might suspend operations before the end of the regular terms and might resume their activities later in the fall. This would be a possible means of addition.

Other suggestions worthy of serious con-

sideration are that industrial plants should, so far as possible, arrange to do their repairing during the harvest season and that certain kinds of public and private undertakings of relatively lesser importance should be suspended temporarily, thereby making possible some additional liberation of labor. The mobilizing in particular districts of groups of labor for emergency assistance is by no means beyond the range of possibility. State and local organizations especially should give this problem their most earnest consideration, and no doubt they will find means in their various communities of furnishing assurances that farming operations will not only be continued on their normal scale, but will even be extended.

It is especially important that emphasis be laid on the increased production of the

staple crops, particularly in the regions where they are usually grown. There is yet time to increase the acreage not only of corn, oats, barley, rice and the sorghums, but also of spring wheat in certain areas, as well as to extend the acreage of peas, beans, cowpeas and soy beans. The live stock and poultry resources of the country need to be carefully considered and encouragement given to permit recovery from the unusual drafts upon them during the past year, with particular reference to the production of meat, dairy products and eggs. The marked activity in home gardening will result in a considerable additional production of perishable crops for local use. The Department and State agricultural agencies are lending their assistance to local bodies which are organizing systematic home garden work.

THE SCHOOLS AND THE FOOD SUPPLY

HON. P. P. CLAXTON, UNITED STATES COMMISSIONER OF EDUCATION

THE immediate need for the production of much larger supplies of food than we have ever produced in any one year, and the withdrawal of many men from the farms to fill the ranks of the army and navy and for work in munition factories and other industrial plants, seems to make it desirable and even necessary for many boys and girls of school age to engage in agricultural production. This necessity may be met in either of two ways:

First. Schools may be dismissed and those children who can find employment may be hired as hands either singly or in groups merely for the labor they can do and without regard to the welfare and improvement of the children themselves. If this policy is followed the loss in human life and in future efficiency can hardly fail to be much greater than the value of the work done. The increase in food production will have been bought at a price greater than we can afford to pay.

Or second. The work may be done mostly at or near the homes of the children and be so planned and directed that it will have as much value for its effect on the children as for the food stuffs produced, and make for permanent increase in efficiency as well as for temporary relief. For boys and girls in cities, towns, suburban communities, and manufacturing villages intensive gardening on back yards and vacant lots may be made much more profitable than could any plan of sending boys and girls to the country for work on the larger farms, work to which they are not accustomed and for which they are not fitted. In smaller towns, suburban communities and villages, poultry raising and the care of pigs may be profitably added to gardening.

If all the urban school children were put to work in this way, under competent direction, and if all the available land were cultivated intelligently, several hun-

dred millions of dollars of vegetables, fruits, poultry and pork might be produced without any loss of time from school or without any lowering of the efficiency of the system of education. The health of the children would be much improved, their education advanced, and their morals protected. It is only necessary that teachers—men and women—who know gardening practically and theoretically, who know how to manage boys and girls, and who are not afraid of work, should be provided at the rate of one teacher to about 150 children. These teachers should be employed for twelve months in the year and should teach the nature subjects, elementary sciences, in the schools, using afternoons, Saturdays, and all vacation days in directing and helping children with their home work. Each child should be so directed and helped as to enable it to produce the largest possible amount, and should have such instruction as will enable it to work intelligently and understandingly and not merely by imitation or on command. To do this will not require more teachers in the schools; it will only require the paying of the teachers who do this work to enable them to give all their time to do this additional outdoor work. An increase of from \$300 to \$600, probably an average of \$450, or \$3 per pupil, will be sufficient. One teacher can direct 150 children, who ought to produce a total of \$7,500 worth of vegetables, fruits, poultry, etc. Two thousand dollars should be sufficient to pay for all tools, seeds, ploughing, fertilizers and heavy spading. The rest comes from the employment of what would otherwise be the idle time of children and the use of otherwise idle lands to the improvement of both children and lands.

In California, Florida and several other States, children from urban and suburban and village schools might well be employed

in the orchards for the care of trees and for the picking and packing of fruit.

In the public high schools of rural districts and small towns there are more than 500,000 boys and girls, and in the higher classes of the rural elementary schools there are three or four millions boys and girls ten years old and older. Probably most of these can find work more or less profitable on their own father's farms; many of them, however, cannot. Probably all could be helped if they could have such intelligent direction as is implied in the home-project plan of teaching agriculture in the high schools of Massachusetts and in some other States. Under this plan each boy or girl undertakes some piece of work at home, or on a neighboring farm: the cultivation of one or more acres of land—as many as can be cultivated to the best advantage—or the care of an orchard or the poultry yard, or a small dairy. The work is done under the direction of the teachers of agriculture, to whom reports are made from time to time, and who visit and inspect the work of the boys and girls as often as they can. Thus the work becomes both productive and educative in a high degree. The general use of this plan should result in the contribution of several hundreds of millions of dollars of agricultural products.

It is important that we produce in the United States this year and next year and for many years to come the largest possible amounts of food stuffs, and in this task boys and girls of high school age and even of grammar school age can and should help; but it is still more important that during these years we conserve all the best interests of our children. We shall feed ourselves and other peoples to little purpose if in the doing of it we neglect the education, the health and the morals of our children and lower the standards of our citizenship and life.

I believe in the physical, mental and moral value of the right kind of labor for children, if it is intelligently and sympathetically directed, but I doubt the policy of herding boys and girls for living and laboring away from their homes and away from the sympathetic care of friends and

relatives. Safety first is a good motto here as elsewhere. Also, I do not believe it is possible to get as large economic results from such exploiting of children and child labor as may be had from the surer and safer methods which I have suggested in this brief article.

MISGUIDED THRIFT

S. W. STRAUS, PRESIDENT AMERICAN SOCIETY FOR THRIFT

ONE of the greatest dangers that confronts us at this moment is misguided thrift.

In our efforts to be patriotically economical, we find ourselves going to extremes in the opposite direction, which is just as great a menace as wastefulness and extravagance. One of the worst calamities that could befall our Nation at any time would be to stop the wheels of industry, but more especially NOW.

The point is to differentiate between destructive and constructive thrift. In times of peace or war, waste is reprehensible, but indiscriminate tight-fistedness is worse, because in such conditions the provident are made to suffer with the improvident.

Because the whole Nation suddenly has become conscious of the necessity of thrift, we as individuals should take care not to deflect from their normal courses the tides of the Nation's money that turn the wheels of industry. America as a nation is not in any danger of running short of money, but we are threatened with a food shortage because on us rests the duty and responsibility of feeding our Allies.

Everyone can distinguish the difference between prudent living and wastefulness. If a man buys a suit of clothes, a pair of shoes or a hat, his money goes into legitimate circulation and furnishes uses for capital and employment for labor.

The American people have responded in a grand way to the needs of the hour. We are going to conserve our resources

and increase our food supply in a way that will astonish the world, but in doing this we stand face to face with economic hardships unless each individual is governed by common sense, prudence and foresight.

In brief, administer your expenditures in a clean, honest, legitimate and patriotic manner. Eliminate waste of food, bearing in mind that every mouthful you save may be the sustenance of some starving fellow human being abroad. We should not tear down on one hand while we are trying to build up on the other. Those in business should not hesitate—be courageous and keep on going. America has everything to make herself prosperous. The billions of dollars which are being raised for war purposes will eventually return into the pockets of the people. Even the money which we loan to our Allies is being spent immediately in America. The national bond issue means that for some years to come this Country will be paying back the obligations incurred today. America is still in the midst of the greatest era of material prosperity the Country has ever known.

In the matter of individual expenditure every man should be guided by his own necessities and the needs of his Country. Let none of us be a slacker in the business world. This is no day for the coward or weakling. Be brave and confident. Remember the most acute need of our Nation today is intelligent, productive, constructive THRIFT.

THE PROBLEM OF THE RURAL SCHOOL*

BY MRS. B. F. WALTON, SACRAMENTO, CAL.

THERE is sweeping over the Nation "a back to the land movement" which while it seems to be far reaching is more of a theory than an actual fact, for it yet remains true that the drift into the cities is still greater in volume than to the land.

FORCES FOR BETTERMENT

A system of Farm Credits has been devised which, put into operation, will enable farmers to secure financial aid at lower rates of interest and with long time payments, which is intended to ease them of the former almost hopeless burden of debt.

The Smith-Lever Fund, provided jointly by the Federal Government and the various States of the Union and designed for promoting project work in agriculture and home economics, is proving a great stimulus to students in these subjects.

The establishment of Farm Bureaus with skilled Farm Advisers in charge is giving much needed publicity to scientific methods of making the soil more productive under improved forms of cultivation with augmented incomes therefrom.

Road building is everywhere being prosecuted as rapidly as possible, as one of the surest forms of reducing expense to the farmer in getting his crops to market, and not only as an inducement to new settlers to make homes but to those already on land to remain.

The Federation of Women's Clubs is organizing the farm women into associations which go far to relieve the isolation and loneliness which too often render their lives so monotonous.

CONSOLIDATION OF SCHOOLS

One room schools there will always be on account of location in places where combination from the very nature of things

is impossible, but they need be few in comparison with the many that can be joined.

In the consolidated school the work may be so arranged that a teacher will have less grades to teach; there will be time to study pupils individually with a consequent development hitherto unattainable; we may have manual training taught at an age when most eagerly taken up; playgrounds with the proper equipment and under competent supervision will prove a valuable adjunct in school activities; school gardens under the direction of the Farm Adviser will be successfully established, to be repeated on a larger scale at home, where the work can be carried on with the assistance of the Farm Unit Director, and the products either disposed of in a fresh state or put into marketable canned goods, for which latter purpose a demonstrator is sent out from the University of California to give instruction, thus giving an income from the farm at present unknown, and from land entirely unused, and an actual financial return that is an encouragement, the value of which is inestimable, and in which the younger children may participate.

The expense of transportation is the first objection urged; but in actual experience this is not a serious one, for it has been and is being tried out, with very satisfactory results.

What more natural that, following the location of this consolidated school, we should provide the teachers with homes, not expensive, simple yet comfortable, where they would find relief from the inhospitable boarding place, too often unwillingly accorded, companionship which would stimulate to better achievement, social life which they too, need.

A school so situated would be the civic center as it were, of the region tributary

*Abstract of address before Federation of Women's Clubs, Pasadena, May 1, 1917.

to it. And might not this civic center be considered as a social center for old as well as young, where the school auditorium could be used for concerts, lectures, stereopticon or otherwise, moving pictures, so-

cial affairs, plays, etc., and for which the long journeys into town are made, not particularly for love of going to town but because these things are not to be had elsewhere.

A PERMANENT AGRICULTURE THE BASIS OF OUR SOCIAL LIFE*

BY MRS. GERTRUDE SPIERS RADER, ETIWANDA, CAL.

THE four cornerstones of National perpetuity are: (1) A Strong Defense; (2) Just social institutions; (3) Industrial prosperity, and (4) A Permanent Agriculture. The first three depend basically upon the fourth.

The relation between agriculture and a strong defense needs no proof today. The relation between industry and agriculture is likewise a self-evident fact. Not only does "the farmer feed us all" but the raw material which industry siezes upon and transmutes into the finished product, comes largely from the farm. Wheels turn and spindles hum because in the beginning "a sower went forth to sow" or "a shepherd watched his flock."

Agriculture is the basis of our social life. All physical life is renewed from the soil. The dominant human elements of life renewal are drawn from the rural communities. It is only when a people are literally planted in the soil that they become a dominant power for good or ill in the social life. If you doubt this, ask the people who have made the fight to keep an alien race from obtaining land hold in California why they did it. Ask the property owners of the South who have fought literally with their backs against the wall for fifty years to keep the negro a tenant and not a land owning race—why they have done it.

Children on the farms are an economic asset. The rural birth rate is now about 30 per cent higher proportionately than the

city birth rate and the proportion must increase with the further enactment of child labor laws. The only high birth rate in the cities is to be found among the factory employees—and statistics show that as they move up into the class of property owners and employers, and their children cease to be an economic asset, the birth rate among them becomes correspondingly less.

The city does and must draw its dominant forces from the rural communities, and it follows that "the character of the country tributary to the city in one generation determines the character of the city life of the succeeding generation."

The building of a permanent system of agriculture becomes then the Nation's chief business. The Federal Government last year appropriated thirty-six million dollars for the work of the United States Department of Agriculture. A Permanent Agriculture means: (1) A dependable class of citizens; (2) A small farm unit; (3) An adequate system of rural credits; (4) A state supervised distributing and market system; (5) Adequate transportation facilities; (6) An intelligent system of diversified farming—crop rotation and fertilization; (7) Education in agriculture for both young and old.

"The Small Vegetable Garden," covering suggestions for utilizing limited areas, is the title of Farmers' Bulletin No. 818, to be had by writing the United States Department of Agriculture at Washington. Supplementing the suggestions and directions for choosing crops, planting, cultivating and harvesting, there are illustrations and cuts, together with tables that will prove of value.

*Abstract of address before Federation of Women's Clubs, Pasadena, May 1, 1917.

STATE FEDERATION OF SCHOOL WOMEN'S CLUBS

The State Federation of School Women's Clubs has done and is doing a great work. With affiliated clubs in every part of the state, the strength of the Federation in shaping advanced public opinion, in advancing the cause of education, in developing professional spirit is making itself felt. The California Teachers' Association and the Sierra Educational News are pleased indeed to co-operate fully with the Federation, and to place at their disposal each month space in the columns of the official magazine. This new department of the News, placed at the disposal of the Federation should do much toward unifying and advancing the educational interests of the state.—(Editor).

ANNOUNCEMENT OF A NEW DEPARTMENT

WE are glad to note that there is a general impulse of uplift along all lines of our work. More and more there is coming a realization of the necessity of making education meet the manifold needs of life. As never before, teachers are earnestly desiring a closer co-operation in order to secure a better unity of purpose, a deeper insight into our needs, greater breadth of vision, a more comprehensive understanding of the best methods of obtaining the highest efficiency possible.

The great conflict in Europe is stimulating thoughtful minds as never before to weigh the question of education in all its phases. It is an old saying, but just as true today as ever, and even more so, it would seem, that "What you would put into the life of a nation, you must first put into your schools." Keen intellectual training, and vigorous physical development must go hand in hand with high moral purpose, with integrity of character, with the comprehension of true democracy, and with the spirit of the Golden Rule, or else the result is a monstrosity too frightful to contemplate.

Under the leadership of our new President, Miss Anna M. Keefe, it is the purpose to welcome, through the pages of the Sierra News, earnest teachers from all sections, interested in all lines of work, to

make suggestions and inquiries designed to aid each other.

As we enter upon our much needed vacation, seeking whatever is best suited to individual needs, here's hoping that all may gain greater strength and higher vision to meet the demands of the coming year.

Emily Z. Craig.

Teacher of English,
Fremont High School, Oakland.

THE NEWS AN OPEN FORUM FOR THE FEDERATION

CALIFORNIA is proud of the standard of intelligence of its teachers. They should be, more and more, leaders of the best thought of the state. With a school man in the White House, the status of the teacher in the community should rise, will rise if the teachers themselves appreciate their opportunity.

All over California there are thinking teachers and teachers thinking. As an open forum for their thoughts, the Federation of School Women's Clubs, through the courtesy of this journal, opens this page to the women teachers of the state. Women trustees and Members of Boards of Education are also invited to contribute. A thought, a suggestion, a comment of a few lines will be welcomed. Because of space, communications must be limited to six hundred words. Brief discussions are invited of consolidation of rural districts, their socialization, credit for home work, remedies for the lingering effects of overcrowded class rooms, school luncheons, the fumigation of text books, needed legislation. The list lengthens. It may include every thing of interest to the school women of the state.

Laura B. Everett.

Teacher of English,
Technical High School, Oakland.

EIGHTEENTH ANNUAL CONVENTION CALIFORNIA CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

The Convention was held in Sacramento, May 25; the day preceding was occupied by the Executive Board with a delightful luncheon served by the Domestic Science Department of the William Land School, and a meeting for the discussion of matters relating to the work of the Association and the conduct of the Convention. The Board meetings were held in the Sacramento Hotel, the Official Headquarters of the Convention.

The regular sessions of the Convention were held in the Senate Chamber of the State Capitol, and opened with the work of the Credential Committee. The invocation by Rev. Charles Pease was followed by "America" sung by the assembled members, the High School Glee Club leading. Greetings were extended by Dr. G. C. Simmons, President of Sacramento City Commission, Mr. John T. Skelton, President of the Chamber of Commerce, and Mrs. Hattie Morrison, President Third District, C. C. M. C. and P. T. A. The response was given by Mrs. W. A. Galentine of the First District.

The report of the President, Mrs. H. N. Rowell, covered five years of service, the following being taken from it:

"The tie that binds us—the holy purpose of bettering the world for children—is so strong that people of all nationalities, the poor, the rich, those of moderate means, the well educated and those of little schooling, all come together on a common footing, and with remarkably few misunderstandings, labor together in a common cause.

"The generally appreciative and cordial attitude of State School Authorities, Superintendents, and Boards of Education, has been of great assistance in promoting the parent-teacher association movement.

"In addition to the regular department work of the Congress, which considers Child Welfare in all of its phases, the California branch has aided the National organization in supporting the work of the Home Education Division of the United States Bureau of Education, including Education of Immigrants and Kindergarten Extension; thousands of pamphlets have been sent out to the homes of the country on Proper Care of Infants, and thousands of suggested courses of reading for parents and reading courses for boys, for girls and for older students.

"In our capacity as a large State organization we have had opportunity to be a strong influence in shaping policies promulgated by the organized womanhood of California; we have assisted the other women's organizations in maintaining the Woman's Legislative Council of California and the wise and wholesome legislation enacted as a result must be a source of pride and satisfaction to

all. Two laws especially that the California Congress urged with all its energies, were the present Kindergarten Law and Birth Registration Law."

Reports of State Officers brought out the fact that California is now well organized into nine districts, that regular meetings are held to transact the business, that year books and proceedings have been sent to all organizations affiliated, financial matters are in good order, and the clubs learning that parliamentary practice is a help even in the small clubs when an earnest spirit of co-operation prevails.

Reports of Chairmen of Departments were listened to with a degree of interest that showed many were there to learn from the wide field of the experience of others, and wished to carry back to their own clubs as many new ideas as possible. The Round Tables on Membership, Country Life, Legislation, Home, School Lunches, Mobilizing the Household, and Magazine and Emblem were well attended. A strong demand that in future we give more of them, and more time for each of the subjects was voiced enthusiastically.

The speakers of the three days were scattered through the afternoons coming with the reports that related nearly to their subjects. Governor Stephens spoke of the necessity of carefully considering each step of our lives especially in view of our position in the unrest of the world at the present day. Prof. Howerth spoke of the work of University Extension and its plans for educating those that can not give their time to go to the colleges but must seek their opportunity through a directed course of study. Mr. Chamberlain told of the good that can come by a closer co-operation of Teachers and Parents and the use that a magazine of State wide interest might be to this organization. Dr. McNaught told of the problems of the Elementary Schools of the State. In the evening a delightful plan was carried out at the old Crocker Home where the Sacramento ladies gave a reception, beginning with a talk by Judge Shields on Early Days in California.

Speakers of the second day were Mr. Will C. Wood on the Prospect for Better Schools, which encouraged many to go on in the good way of trying to help where they know there are others that are carefully considering ways and means for betterment. Dr. W. A. Sawyer showed that people are getting wiser and

more careful about spreading disease among the children. Mr. Chas. C. Hughes made clear the plan by which the school plant is made more useful and used more efficiently by the Companion class plan. Miss Carolyn Webb gave of her experience in standardizing the country schools, and waking up their ambitions. Mrs. Henshall told of the work of the Libraries and their encouragement throughout the country districts. Mr. Harvey V. Miller gave a rousing talk along the line of waking up the country to the realization that the school house has a greater meaning as a social center, and how he is working out this in one of the counties of this State.

The Convention closed with the announce-

ment of the election of officers for the coming term of three years, Dr. Jessie A. Russell being the incoming president. A surprise came to the outgoing president in the form of a voluntary offering from the floor of the house which places the name of Mrs. Rowell on the list of Life Members of the National Association; this appreciation of her fine work in the State and her splendid representation of our State in the National for so long was most cordial and spontaneous.

Invitations for the next Convention were received, and at the close it was said by all that it had been the best and most profitable convention yet.

Mrs. W. H. Marston, Berkeley, Cal.

CALIFORNIA COUNCIL OF EDUCATION

A meeting of the Board of Directors of the California Council of Education was held in the office of the Executive Secretary on Friday, June 1, 1917. The meeting was called to order at 2:20 p. m.

The following members were present:

Messrs. Cloud, Covell, Cox, Miss Dole, Mr. Lindsay, Miss Power, Mr. Robbins. Messrs. Stephens and West were unavoidably absent.

The attention of the Board was given to the matter of proposed school legislation, as all bills that were to be enacted into law, had to receive the Governor's signature by midnight of June 1. After canvassing the bills already signed by the Governor, a final effort was made through a telegram to have his signature attached to Senate Bill 426, providing for a 15 cent Building and Grounds Tax. (This bill the Governor signed shortly after the telegram was received.)

Resolution—N. E. A. Headquarters

The following resolution prevailed unanimously:

RESOLVED That this Board endorse the action taken by the Council of Education at its meeting August 23, 1915 (and found in full on Page 441 of the September issue of the Sierra Educational News as follows:)

"The President emphasized the necessity for State Headquarters at N. E. A. meetings. On motion of Mr. Cross, seconded by Mr. Cloud, it was unanimously agreed that the State Director should be instructed to open State Headquarters for California

at N. E. A. meetings, expense for the same not to exceed \$50.00."

For the past two years, and in conformity with this resolution and the custom in vogue in many other states, California has sustained headquarters at N. E. A. meetings and financed them through the central organization. Headquarters this year have been secured at Portland, Oregon.

Resolution—Financial Statement From Each Section

In many instances complete returns on memberships in the various sections are not in the hands of the local secretary at a sufficiently early date to permit of a complete financial report at a given section meeting. In consequence, the Executive Secretary of the Federal Council has been unable to secure for publication in the Sierra Educational News a financial report from the various sections immediately at the close of a given meeting.

In order that all information possible regarding the finances and work, not alone of the central body but of the various sections, may be made available to the members of the organization, it would seem wise that the By-Laws of the various sections be so amended as to provide for such publication. To this end, the following resolution, on motion of Mr. Lindsay, unanimously prevailed:

RESOLVED, That it is to the best interests of this Association that the various sections should so amend their By-Laws as to require a financial statement for each current year to be sent the Executive Secretary of the Federal Council immediately

at the close of the annual meeting, or as soon thereafter as possible, this for publication in the official journal. The Secretary of the Federal Council is hereby authorized and directed to communicate this action to the President and Secretary of each section.

Resolution—Notification of Officers Elect

Inasmuch as the officers elect at a given section of the California Teachers' Association may not have in hand at the moment of their election information relative to the conduct of the section and the relation of the section to the central office, and that there may be close coordination of interests, the following resolution was offered and unanimously prevailed:

RESOLVED, That the Secretary of each section notify the Executive Secretary of the Council in writing, immediately following the annual meeting of each section, the names and addresses of the officers elect, these including the members to the Federal Council, this to constitute the official record and to be published in the Sierra Educational News.

RESOLVED FURTHER, That this Board recommend to the sections, amendments to their By-Laws in conformity with the above.

Amendment to By-Laws

At the annual meeting of the Council of Education held on April 14, 1917, a motion prevailed unanimously in the Board of Directors, such motion being endorsed later by the Council, to the effect that as an expediency measure, the membership fee in the Association be this year raised to \$2.00. The By-Laws governing the membership fee were, however, at this meeting, not amended. While legal opinion was to the effect that this resolution of intention virtually covered the matter for the current year, it seemed wise nevertheless, the Council of Education being a corporate body and acting under the laws of the state, to amend the By-Laws. The following amendment therefore was passed unanimously, the only change being that from \$1.00 to \$2.00:

Relating to Membership Fee in the Association

ARTICLE XIV, PARAGRAPH II of the By-Laws, is hereby amended to read as follows:

"The annual membership fee shall be \$2.00, payable after the first day of January of each year, upon the demand of the Secretary of the section in which a member is affiliated. A life certificate of membership exempt from all dues and fees, except as provided by law, shall be given to a member who has paid his membership fee yearly for twenty consecutive years, or fifteen years in advance."

In addition to the 7 votes of those present, Mr. Covell held the proxy of Mr. West, and recorded his vote favorably with the understanding that this change in By-Laws was for the purpose of legalizing beyond the question of a doubt the action heretofore taken, and not of committing the Association to any permanent policy. The Secretary held a communication from Mr. Stephens signifying his desire to have his vote recorded as favorable to the amendment of the By-Laws providing for the increase to \$2.00 for the ensuing year.

The following resolution regarding the membership fee received the unanimous endorsement of all, being offered by Mr. Cloud:

The Board of Directors has taken this action in compliance with provisions of law. The Board, however, re-asserts that the increase in dues is an emergency measure to hold for the ensuing year only; that the fixing of the permanent amount of the dues will be referred to the sections for discussion and recommendation; and, further, that final action by the Board will be governed by such recommendations from the sections.

This resolution shows clearly that while full authority is vested in the Board, through Article XVIII of the By-Laws, it is the intention of the Board to go no further than proposed at the Council meeting on April 14 last, at which time the following resolution was unanimously passed:

Endorsement of Resolution to Increase Membership Fee

RESOLVED, That this Board endorse the resolution by the Board of Directors at its annual meeting April 14, 1917 (appearing on Page 172 of the April, 1917, issue of the Sierra Educational News) as follows:

"Mr. Cloud moved that the membership fee be raised to \$2.00 for this year as an emergency measure, with the recommendation that the matter of fixing the permanent fee be left with the various sections; also that this action be passed back to the Council for ratification."

There was full consideration given the matter of the financial management of the Council of Education, the office of the Executive Secretary, and the Sierra Educational News. The members expressed themselves freely as being in favor of the practice of as strict economy as possible at this and at all times. The feeling was further expressed by all present that it would be impossible in a short time for any members of the Board to make any further suggestions than they had already made from time to time on such economic management; that in such matters as rental, postage and correspondence, and the like, that the validity and economy of expenditure could be determined only after thorough investigation and weighing the output with the results accomplished. To meet the suggestion of the Secretary that an investigation be made, it was the consensus of opinion that the proper person for such investigation should be one thoroughly conversant with business affairs, business practice, and if possible, familiar with the educational side. That the problem was a difficult one was admitted, as there is no other business or professional organization in the state exactly analogous to our own.

The discussion resulted in the following resolution, offered by Mr. Robbins, and unanimously carried:

RESOLVED that the President be authorized to appoint an expert outside the Council of Education to investigate the business affairs and activities of the Council, and to report back to the Board of Directors recommendations on economical management and conduct, the fee to cover the cost of such investigation not to exceed \$100.00.

Consideration was given to the field that should be covered by the Sierra Educational News. It was brought out that the magazine must serve two purposes: First, and primarily, it must devote itself to what may be called the "official side;" and second, to the professional side, emphasizing articles of immediate

use in the class-room. It was shown that dissatisfaction some times arises in the minds of those who do not fully understand the purposes of the News, and who feel that the entire attention of the magazine should be focused upon the latter.

Miss Dole presented the claims of the profession for the establishment of a Teachers' Registration Bureau. Should the Association ever organize such bureau to act as a clearing house between the various normal schools and universities, as suggested by officials of some of these institutions, it was shown that such institutions should assist in financing the bureau, as they would be relieved of work they now feel called upon to do.

There was discussion of a uniform certificate of membership throughout the four sections and the advisability of having the subscription year to the magazine begin with January and close in December regardless of the time that the membership is written. Belief was expressed that some form of uniform certificate should be worked out, and that the conduct of the News could be carried on much more economically if all subscriptions began with the calendar year.

Meeting adjourned.

Arthur H. Chamberlain,
Executive Secretary.

CALIFORNIA HIGH SCHOOL TEACHERS' ASSOCIATION

The Fifth Annual Session will be held at Berkeley July 16-20. With John F. Engle, Principal of the Placer Union High School, at Auburn, as President, and Talcott Williamson of the Oakland Technical High School as Secy.-Treas., and with some of the best known men and women in the State as Chairmen of the various sections, the success of this meeting is already assured.

Every effort is being made to prepare general and special programs that will be suggestive and useful in the highest degree. Questions relating to the meeting may be addressed to any of the officers or to the Office of the California Teachers' Association and Sierra Educational News. Membership fee in the Association is 50 cents. This fee carries with it a copy of the Proceedings. Every High School teacher in the state should be a member of the Association whether able to attend the meeting or not.

EDUCATION BILLS PASSED AT THE LAST LEGISLATURE AND APPROVED BY THE GOVERNOR

Senate Bills

- * 45, Johnson—Relating to Trustee elections.
- 312, W. J. Carr—Organization of School Districts.
- 313, W. J. Carr—Validation of bonds.
- 314, W. J. Carr—Organization of Elementary School Districts.
- * 319, Jones—Granting of temporary certificates.
- * 321, Jones—Relating to evening schools.
- * 322, Jones—Relating to sessions of schools.
- * 325, Jones—Relates to apportionment of funds to special day and evening classes.
- * 326, Jones—Special and part time vocational courses.
- * 327, Jones—Relates to hours in vocational courses.
- * 328, Jones—Relates to attendance in part time classes.
- * 426, F. M. Carr—Provides for a 15 cent tax for buildings and grounds.
- * 514, Ballard—Relating to Junior Colleges.
- 516, Ballard—Relating to compensation and members State Board of Education and Assistant Superintendents Public Instruction.
- 541, Sharkey—Apportionment of elementary school funds and counting of attendance.
- * 599, Luce—Compulsory Physical Education.
- * 705, F. M. Carr—Providing for special certificates.
- 762, Scott—Appropriating money for organizing and maintaining high school cadet companies.
- 928, Lyon—Relating to employment and hours of labor of children.
- * 942, F. M. Carr—Codifying various sections with no change.
- * 945, " " " " " " " "
- 1081, Rigdon—Relating to school districts situated in two or more counties.
- 1082, Rigdon—Formation of Joint Union High School Districts.
- 1083, Rigdon—Joint Union School Districts.
- * 1140, Jones—Provides for the acceptance of the Smith-Hughes Act.
- 1202, Gates—Emergency closing of schools by State Board.

Assembly Bills.

- 130, Bruck—Relating to holidays.
- 409, Ryan—Collection of Retirement Salary by heirs.
- 525, Prendergast—Refunding of Retirement Salaries payments improperly collected.
- 574, Pettit—Relates to High School Principals' Reports.
- 576, Pettit—Relates to Intermediate School Courses.
- 604, Ambrose—Relating to Department of Clinical Diagnosis at State Institutions.
- 828, Baldwin—Subjects to be taught.
- 995, Harris—Transfer of attendance.
- 999, Watson—Lease of school property.
- 1096, Eksward—Relating to separate school districts in cities.
- 1148, Horbach—Normal school supervision.
- * 1154, Harris—Providing free high school textbooks.
- 1344, Ryan—Establishment of a Nautical School at San Francisco.
- 1364, Ryan—Employment of janitors and employees.
- 1388, Pettit—Holding of trustee elections on last Friday in March.
- 1416, Merriam—Relating to Boards of School Trustees and City Boards of Education.

Bills marked * approved by the California Council of Education.

SUMMARY OF PROCEEDINGS OF STATE BOARD OF EDUCATION, MAY

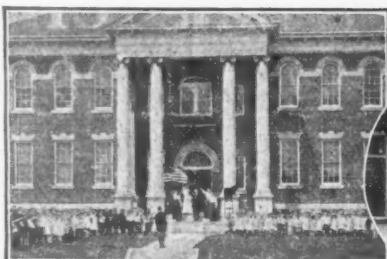
14-23, 1917

By C. S. Pixley.

The meeting of the State Board of Education, held in May, combined the usual joint meeting with the Normal School Presidents, provided for by Section 1518a of the Code, with the last meeting of the fiscal year, usually held in June.

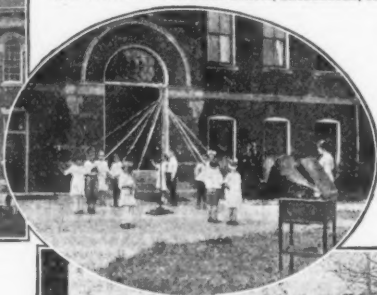
Slight modifications in the requirements for admission to the State Normal Schools and graduation therefrom, as set forth in Bulletin 14, were adopted. The changes made will appear in the revised bulletin in the form of the following amended paragraphs:

- 36 English Literature and language—(elementary) including grammar, composition and oral expression 2
- 18 English language and literature—(advanced). A full year course with special emphasis on oral and written composition and study of the kinds of writing (narration, description, exposition)..... 1
- World History—Either of the following:
- 18 (a) General History—a year of general history, with emphasis on modern European history 1
- 36 (b) World History—a two year course in ancient, medieval and modern history 2
- 18 Music, including sight reading, three-part singing and elementary harmony.. 1



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are now used universally to furnish the Music for Drills, Exercises, Field Days, Plays, Festivals and Pageants in the School and on the Playground.

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| 17580 | America (Samuel F. Smith-Henry Carey) | Victor Military Band |
| 10 in. 75c | The Red, White and Blue (David T. Shaw) | Victor Military Band |
| 17581 | The Star Spangled Banner (Frances Scott Key) | Victor Band |
| 10 in. 75c | Samuel Arnold | Victor Band |
| | Hail Columbia (Jos. Hopkinson-Prof. Phile) | Victor Band |

Kindergarten Rhythms

- | | | |
|------------|--|-------------|
| 18253 | (1) Motive for Skipping (2) Motive for Skipping | Victor Band |
| 10 in. 75c | (Clara L. Anderson) | |
| | (1) Theme for High Stepping Horses (2) Horses or | |
| | Reindeer Running (3) Theme for Skipping (Clara | Victor Band |
| | L. Anderson) | |

Marches

- | | |
|---------------|--|
| 35608 | The Jolly General—March (Neil Moret) Conway's Band |
| 12 in. \$1.25 | Patriotic Medley March (Introducing Hail Columbia; Red, White and Blue; Tramp, Tramp, Tramp; Battle Hymn of the Republic) Victor Military Band |

Any Victor dealer will gladly play any of the above selections for you, and supply you with the Victor booklets, "The Victor in Physical Education," and "New Victor Records for Educational Use." For further information, write to the

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At the request of the State Council of Defense, plans were formulated to co-operate with the Council in the formation of a students' working reserve, as suggested by the National Council of Defense. A committee was appointed, consisting of the three commissioners of education; Marshall DeMotte, Corning; W. B. Parker, Riverside; Merton E. Hill, Ontario; Albert Shiels and Mrs. Susan M. Dorsey, Los Angeles; E. M. Cox, Oakland; Noel Garrison, Stockton; A. M. Simons, Visalia, and Herbert C. Jones, San Jose, to work under the direction of Commissioner Wood as chairman, to form the Students' Working Reserve from as many schools as possible and to adopt plans for the use of student labor during the summer vacation.

A complaint was received that German patriotic songs were being taught in certain public schools, and the following letter of instruction was immediately forwarded to all school superintendents:

Complaint has been made to the War Department that public school teachers in some California counties have been teaching pupils to sing German patriotic songs, and the matter has been referred to the State Board of Education. While the Board is of the opinion that no violation of American loyalty was intended, and that the singing in question probably was confined to those familiar German airs to be found in almost every musical anthology, the Board is of the opinion that it is poor judgment at best to teach to school children songs the character of which, considering our present foreign relations, might be considered unpatriotic, and offensive to our national ideals.

The State Board of Education, therefore, requests all city and county superintendents to demand that the teachers under their jurisdiction refrain from the use, either for instruction or recreation, of any songs of Germanic origin now objectionable on account of the fact that war exists between the United States and the Imperial German government.

On the other hand, the Board urges earnestly that the superintendents encourage the daily use of patriotic American songs in the schools in their counties or cities, for inculcating and stimulating a vigorous national spirit in the youth of the land.

A new section was added to the rules and regulations for the government of the public schools, to become effective with the beginning of the next school year, and was embodied in the following resolution:

Whereas, Sections 308 and 336 of the Penal Code and Sections 1665, 1667 and 1685 of the Political Code are designed to safeguard the moral welfare of the youth of the state, and

Whereas, it is manifestly the duty of the public schools, in so far as possible, to enforce the provisions of said sections, therefore, be it

Resolved, that a new section is hereby added to the Rules and Regulations adopted for the govern-

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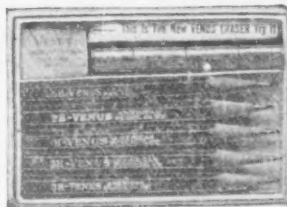


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"**B**USINESS ENGLISH" is really a separate field of English study not merely because of its scope, but because of its function. Its function is to secure favorable response: consequently it is a matter of impression as well as expression.

In this book there is continued insistence upon the reader's viewpoint. From the first word to the last the student is taught how to solve the problem of securing favorable response from the reader who is receptive, indifferent, or even antagonistic.

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ment of the public schools of the State of California, to read as follows:

Section 21

Principals of public schools, elementary or secondary, shall exercise careful supervision over the moral conditions in their respective schools. Gambling, frequenting pool rooms, immorality or the use of narcotics or alcohol, either in or out of school, shall not be tolerated; any pupil guilty of these offenses or any of them shall be immediately suspended by the principal of the school such pupil is attending and shall not be again received into any public school of the state until satisfactory assurance is given by said pupil and his parent or guardian that such offense shall not be repeated while such pupil is in attendance upon the public schools of this state. For violation of such assurance the principal shall suspend such pupil for the remainder of the current school term. (See Sections 308 and 336 of the Penal Code and Sections 1665, 1667 and 1685 of the Political Code).

This rule shall be permanently posted in a suitable and conspicuous place in each school building.

In the matter of the adoption of textbooks in language, bids were opened from five publishers, but final action was deferred until the July meeting, to enable the Textbook Committee to investigate the feasibility of publishing a language series in separate parts for each grade.

Authorization was granted for the extension of credentials in special subjects which are due to expire June 30th in such cases as the holder had not had opportunity to gain any teaching experience since the issuance of the original credential.

The following departments of various institutions were accredited for the certification of teachers as indicated:

University of Southern California, Oral and Dramatic Expression; International Young Men's Christian Association College; Springfield, Mass., Physical Culture. Pomona College, Music and Art; Mills College, Art; Chico State Normal School, Physical Culture; Santa Barbara State Normal School, Art; King Conservatory of Music, Music; University of Redlands, Music.

Retirement Salary Business

Retirement salaries of \$500 per annum were granted to 21 persons.

Retirement salaries under Section 14 of the law, were granted to four applicants, the amount aggregating \$1449.99.

The action of the secretary in removing from the retirement record the name of a teacher who had been retired for disability and had resumed teaching without informing

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From San Francisco to Skagway and return 103.95

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the Retirement Board, was ratified by the Board.

The Board authorized the purchase of Liberty Bonds in the amount of \$50,000 from money in the Teachers' Permanent Fund.

The Board adjourned to meet again on July 16th.

STATE BOARD NAMES COMMITTEE ON FOOD SUPPLY

The State Board of Education has appointed a committee of twelve, chiefly school people, to co-operate with the State Council of Defense relative to the problem of food supply. This committee, of which Commissioner Wood is ex-officio chairman, has immediately proceeded to make a survey relative to the available vacation supply of labor from high school students. The Council of Defense is just completing a survey of the probable need of help for harvesting crops. The results of these two surveys will soon be available. We shall then be able to determine to what extent the schools must respond to harvesting needs.

Such a survey, however, settles nothing for the future. With the withdrawal of from a half million to a million men from the productive forces of the Nation, a new problem will face us soon. These committees will proceed with plans for facing this situation. Already the high schools and upper elementary grades are feeling the effects of industrial conditions. The schools cannot ignore them if they would. Whether the final plans shall result in national enlistment for agricultural service or in official recognition of a "Students' Working Reserve" or in the less highly organized plan of encouraging all to do their utmost in increasing, harvesting and saving of food supplies, the teachers and pupils in our public schools will respond to the country's need.

Bulletin No. 21, just issued by the State Board of Education, entitled "All for America," should be in the hands of every teacher and many parts of it should be read to the pupils.—E. Morris Cox.

The Summer Session of the California School of Arts and Crafts opens in Berkeley on June 25th and will continue for six weeks until August 4th. Among the especially strong courses for teachers will be the following: Grade Teachers' Course and Constructing, Design and Interior Decoration of particular value to teachers of domestic art and manual

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Russian Readings Made Easy. 130 pp., cloth, \$1.00.

*Adopted by the N. Y. Board of Education. List No. 8229.

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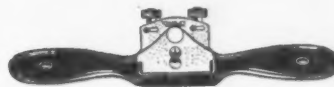
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training, by Frederick H. Meyer, director of the School and Art Director of the Oakland Public schools; Water Color and Oil Painting by Miss Calthea C. Vivian, for many years head of the Art Department of the San Jose State Normal school; Applied Design and Costume Designing and Illustration by Miss Patricia Borgeson; Plant Analysis and Wash Drawing by Miss Helen Perrigo Harsch, Supervisor of Drawing in the Modesto schools; Mechanical Drawing by W. Raymond Yelland. Among other attractive courses by well known teachers are the following: Pottery, Modeling, Metal Work and Silversmithing, Bead Work, Weaving, Basketry, Landscape Painting. A postal to the school in Berkeley will bring an illustrated circular with full information.

To meet the special needs of high school teachers of Biology, Physiology, Physical Education, Nursing and Athletics, a medical course for teachers will be offered this summer July 2-August 10, by the College of Osteopathic Physicians and Surgeons of Los Angeles. There are excellent library, laboratory and other facilities for work, and a superior faculty will be in charge. See announcement of this course on page 301.

Governor Stephens in speaking recently before the Newspapermen's Club strongly urged the conservation of food and the increase of the supply. He said that the Government must be assisted through the work of the "Boys' Reserve" which the Department of Labor is planning to mobilize. Many millions of idle acres in California can be brought under subjection. "Every crust of bread that is saved," said the Governor, "would be as helpful in ending and winning a victory as the shooting of the steel bullet."

Mr. J. W. McClymonds has been unanimously elected Superintendent Emeritus of the schools of Oakland. The Board of Education has done the proper and gracious thing. The honor is deserved by one who rendered a long and efficient service to Oakland, where for 27 years he was connected with the School Department. Says the Oakland Enquirer of June 6: "Those who recall the services of this distinguished educator during the years of Oakland's early expansion remember him as a strict disciplinarian, a diligent worker, a discriminating employer. He selected teachers upon merit, not pull; eschewed political entanglements, and kept an eye single to the responsible duty of educating the young."

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NORTHWESTERN PACIFIC

N. E. A.

This is the last notice and appeal that can be made to the teachers of the State and of the Pacific Coast through the columns of the Sierra Educational News to attend the meeting of the N. E. A. at Portland, Oregon, July 7 to 14 next. Reference to our May number, Pages 223 and 224, will give the reader information as to routes of travel, rates of fare, ticket conditions and the like. The advertisements of the various transportation lines reaching Portland from Southern California, the Bay region, and other points will be found in this issue. Special parties can be made up to travel by either rail or water if a sufficient number can be secured to go on any given date. Those interested should write at once to Mrs. Susan M. Dorsey, State Director for California, Security Building, Los Angeles; James A. Barr, Assistant Director for California, 807 N. Madison Street, Stockton, or the Sierra Educational News, Monadnock Building, San Francisco.

In view of the extreme situation in which this country finds itself, and in light of the fact that the public schools are to play no small part in the great contest for Democracy, the whole attention of this great national meeting, through its general sessions and departments, will be focused as never before upon the real problems of the school and of educational preparedness. The results of this meeting will probably be more far reaching than those of any previous session. With the low transportation rates, the attendance should be large. Membership in the Association \$2.00, carrying with it the Proceedings of the entire meeting.

WAR POSITIONS FOR TEACHERS

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field of the Reference Library for boys and girls. We have frequently had occasion to condemn the practice so frequently in vogue in small schools, and especially in rural districts, of the purchase for the use of young pupils of Reference Libraries far beyond their ability to understand, when a few well chosen supplementary books would have added much to the efficiency of the school. The World Book, however, which is to be issued in eight volumes under the editorship of Professor M. V. O'Shea of the University of Wisconsin, is **entirely different**. In the first place, this library of "Organized Knowledge in Story and Picture," as it is called, is so written that every article is interesting and understandable as well as authentic. Whether the subject be one of biography, science, politics, travel, literature, music, agriculture, art, sport, manners and customs of people, history, industrial development, home decoration, bird life, only the necessary facts are stated, so that one does not have to read pages in order to get at the heart of the matter. The illustrations are many of them full page and there are delightful color plates scattered throughout. The cuts, charts and maps fit accurately with the text, forming in themselves excellent study material. There are study outlines that can be used to supplement the regular textbook work and lists of questions accompanying various topics. If the next six books in the series are as suggestive and as well gotten up as are the two before us, we have no hesitancy in saying that The World Book should be upon the shelves of every Public Library, and a set made available for every School Library, elementary and high, in the country. The volumes will find a no less important place upon the reading table in every home, for the books will make their appeal to old as well as young.

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Supplementing the announcement in April of the Summer Session of the State Normal School at San Diego, attention is called to some notable Special Lectures to be given by such prominent authorities as Professors Leon Depriez, who will discuss Secondary Education in France; Percy Alvin Martin, History of South America; Henry S. Curtis, Physical Education; Allen E. Rogers, Contemporary History and International Law. Other speakers of note will be Mary E. McNulty, Supervisor of Primary Education, and Louise Lynd, Supervisor of Rural School Teacher Training, both of the State Normal School, Tempe, Arizona; Ellen St. Cyr Nye of the Elementary School Department, Minneapolis; Professor B. M. Davis, Special Collaborator U. S. Bureau of Education, and various California educators.

The Humboldt Normal has, since our announcement last month of the Summer Session, issued a splendidly illustrated folder and program giving pictures of natural scenery in the vicinity, illustrations of outdoor pageantry, and detailed announcement of courses, instructors and special lectures. Send to the school at Arcata for this announcement.

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